

SCHOOL LEADERSHIP						
TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<ul style="list-style-type: none"> School plan School vision, belief statements School climate survey School focus groups School documents, meetings, and artifacts showing vision, core beliefs in action 	<ul style="list-style-type: none"> There may be a school mission and vision but it is not evident in the daily life at the school. The vision and underlying core beliefs do not influence and guide decision-making and student achievement. The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving. 	<ul style="list-style-type: none"> The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community. The mission and vision is focused on student achievement and school outcomes. The mission and vision are referenced in public forums. The principal and some teachers may be the only visible champions of the vision. There are no benchmarks or milestones to monitor progress towards the realization of the vision. 	<ul style="list-style-type: none"> Using multiple sources of data in its development, school mission is clearly articulated, understood and supported by all staff. The mission and vision include a focus on student academic excellence (college/career readiness) and healthy social/emotional development. The principal continuously articulates and inspires the school community to enact the vision. There is visible alignment between school practices and rituals and the vision. The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community. 	<ul style="list-style-type: none"> With data from multiple sources, the principal establishes a coherent vision, developed collaboratively with stakeholders, that guides leadership actions and decisions. The vision and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community; The principal and other staff members continuously articulate and inspire the school community to enact the vision. The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision. The school community engages in step-backs to

						take a data-based assessment of their progress towards the realization of the school vision.
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none"> • School Improvement Plan • School vision and mission statements • School climate survey • School focus groups • Evidence of monitoring of action plan goals frequently and continuously • Administrative Walk Through Data • Formative Achievement Data 	<ul style="list-style-type: none"> • The principal develops a school improvement plan to comply with regulations and 8 turnaround principles. • Staff is unaware of the school's priorities for the year. • The school improvement plan is referred to infrequently at leadership team or planning meetings. 	<ul style="list-style-type: none"> • Past student achievement data are used to inform the development of a school improvement plan. • The school improvement plan includes goals, some milestones and benchmarks of progress. • Staff has heard about the priorities of the school but cannot articulate actionable details or school vision • The leadership team focuses on implementing some of the key priorities of the plan • Results are not systematically reviewed to assess progress and adjust strategies. 	<ul style="list-style-type: none"> • Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community. • A school improvement plan is developed and aligned to the school's needs assessment and the urgent goal of making dramatic student achievement gains within the first two years. • The school improvement plan has aligned SMART goals, milestones, strategies and assigned accountabilities to improve student outcomes. • Staff is familiar with priorities for improvement and details of the school improvement plan. • Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed. 	<ul style="list-style-type: none"> • Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data. • A school improvement plan is developed by key leaders with broad input from staff and community; SMART goals, milestones and strategies are aligned and assigned. • Staff are actively engaged and invested in the success of the school improvement plan. • Rigorous and regular reviews are in place to assess progress to goals and make adjustments to strategies as needed. • Instructional priorities guide systematic professional development, support and monitoring efforts.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	<ul style="list-style-type: none"> • Administrative Walkthrough Data – student engagement indicator • School climate survey 	<ul style="list-style-type: none"> • The school building is not well cared for and has significant areas of disrepair. [2.1] 	<ul style="list-style-type: none"> • The principal ensures that the school building is safe and clean, but limited facilities issues persist. [2.1] 	<ul style="list-style-type: none"> • Principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] 	<ul style="list-style-type: none"> • Principal ensures students and adults feel safe, welcomed and ready to learn and teach; the facility as exemplary. [2.1]

		<ul style="list-style-type: none"> • School focus group • School Discipline Plan • School Faculty/Student Handbook • Individual Teacher Observations/Evaluations • Master & Bell Schedules 	<ul style="list-style-type: none"> • There is little community support evident by minimal community involvement. • The principal has not successfully put in place a clear and consistent student behavior system, either stated or in practice. [2.1] • The principal assumes and accepts that teachers' response to classroom incidents varies from classroom to classroom. [2.1] • The principal does not have ready access to accurate data on attendance, tardies, office referrals and suspensions. [6.1] 	<ul style="list-style-type: none"> • The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data. [2.1] • The principal has anecdotal evidence that teachers' response to incidents in their classrooms is inconsistent across classrooms and deals with issues as they arise. [2.1] • The principal has in place procedures to monitor and support a safe and orderly environment but are they not followed consistently by staff. [2.1] • The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended. [6.1] 	<ul style="list-style-type: none"> • Principal has in place and monitors a system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] • The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] • The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [See 6.1] 	<ul style="list-style-type: none"> • There is a clear and consistent behavior system of rewards and consequences in use, goals are consistently met or surpassed. [2.1] • Students report high expectations from all teachers with similar expectations across all classrooms. [2.1] • The principal publicly celebrates surveys and observable data that indicate that the school community takes pride in their school; the school is the center of community activity. [2.1] • The principal engages the school community in reviewing culture and climate data and solicits feedback about what needs to happen to ensure explicit goals are met. [6.1]
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.	<ul style="list-style-type: none"> • Administrative Walkthrough data • School climate survey • School focus groups • School discipline plan • School Staff/Student/Parent handbooks 	<ul style="list-style-type: none"> • The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom. [2.3] • The principal leaves it to each teacher to foster 	<ul style="list-style-type: none"> • The principal expects high quality teaching in every classroom and conducts frequent formal and informal observations and administrative walk-throughs (several times a week). [2.3; 4.2] 	<ul style="list-style-type: none"> • The principal is obsessed with high quality teaching and ensures every classroom is visited, at least briefly, every day to support and monitor that it is in place. [2.3] • The principal sets high expectations for students by ensuring student work is intellectually challenging, is 	<ul style="list-style-type: none"> • The principal and teacher are continuously engaged in inquiring about instructional improvement; the principal and instructional leaders are on a quest to see it present in every classroom all the time. [2.3]

		<ul style="list-style-type: none"> • Posted behavior standards • Posted academic standards/rubrics • School vision and belief statements 	<p>student learning expectations, with little or no calibration of what it means for students to produce grade level work. [2.3]</p> <ul style="list-style-type: none"> • The principal does not persuasively communicate a belief in the potential of all students. • The principal accepts low assumptions about student potential. • Events and activities in the school have no link to school or student goals and aspirations [8.1] • The principal communicates infrequently with families about the student's academic, social-emotional, behavioral, attitudinal progress. [8.1] 	<ul style="list-style-type: none"> • The principal sets high expectations for students by ensuring the curriculum is aligned to the CCSS. [4.1] • The principal persuasively communicates a belief in the potential of all students. • The principal notes when adults display low assumptions about student potential. • The principal communicates high expectations by ensuring frequent interaction with families about students' academic, social-emotional, behavioral, and attitudinal progress. [8.1] 	<p>cognitively demanding, demonstrates mastery of CCSS standards; and that students receive meaningful feedback. [2.3]</p> <ul style="list-style-type: none"> • The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. • The principal responds when adults display low assumptions about student potential. • The principal demonstrates a commitment to high expectations through frequent interactions with families about the student's academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1] 	<ul style="list-style-type: none"> • The instructional leadership team has multiple methods for students to demonstrate mastery of cognitively demanding material aligned to the CCSS, including exhibitions, portfolios and other assessments. [2.3] • Students, staff and community members articulate a belief in the potential of students and adults. This belief is codified and expressed in the daily rituals of the school. • Families are seen as, and consider themselves, partners in ensuring their children achieve explicit and rigorous goals. [8.1]
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	<ul style="list-style-type: none"> • Administrative Walkthrough data • Individual Observation/Evaluation Data • District curriculum guides • Lesson plans • Formative Assessments • Data Management System • PLC agendas and minutes • Grade/Content Level Meeting agenda and 	<ul style="list-style-type: none"> • The principal enables teachers to develop independent lessons that are not systematically linked to the CCSS. [4.2] • The principal's classroom observations are infrequent and unstructured. [4.2] • The district may have formative assessments in literacy and math, but 	<ul style="list-style-type: none"> • The principal articulates the expectation that all teachers will implement a coherent CCSS aligned curriculum and assessment system, though does not put in place a systematic way to determine the extent to which teacher instruction is aligned with the CCSS across all classrooms. [4.2] • The principal monitors implementation of district 	<ul style="list-style-type: none"> • The principal articulates the expectation that all teachers will implement a rigorous and coherent CCSS aligned curriculum and assessment system with fidelity. [4.1] • All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the CCSS aligned curriculum; teachers are on pace and teaching lessons aligned to the CCSS [4.2] 	<ul style="list-style-type: none"> • All staff is observed on a weekly basis by some member of the school leadership to ensure instructional alignment with the CCSS across classrooms. [4.2] • Data from weekly observations indicate that teachers are teaching lessons aligned to the CCSS and are on pace with the established

		minutes	<p>using teacher-developed assessments is the norm. [4.3]</p> <ul style="list-style-type: none"> • There are not systems in place to collect and analyze formative assessment data. [4.3] • The principal does not ensure that all teachers have access to CCSS aligned materials and resources [4.4] 	<p>provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3]</p> <ul style="list-style-type: none"> • The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2] • The principal ensures access to CCSS aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the CCSS. [4.4] 	<ul style="list-style-type: none"> • The principal analyzes formative assessments in ELA and math across all grade-levels linked to the CCSS aligned curriculum. [4.3] • The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2] • The principal ensures formative assessment data are collected across grade-levels and returned to teachers in a teacher-friendly manner for timely analysis. [4.3] • The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the CCSS. [4.4] 	<p>sequence. [4.2]</p> <ul style="list-style-type: none"> • Systematic reviews of lesson plans indicate consistent alignment with the CCSS and a level of rigor that exceeds those standards, at times. [4.2] • The principal ensures that all teachers have access to appropriate 21st century resources, materials and equipment aligned to the CCSS and school improvement plan. [4.4]
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessments • Professional development plan • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • The principal does not set expectations for how teachers use collaboration time. [4.3] • There are not systems in place to collect and analyze formative assessment data. [6.3] • Leader walk-throughs do not focus on instructional improvement. [6.3] 	<ul style="list-style-type: none"> • The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3; 6.3] • Leader walk-throughs are scheduled and mostly adhered to ; walk-throughs focus on general best practices for teachers. [6.3] 	<ul style="list-style-type: none"> • The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments, as necessary. [4.3; 6.3] • The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, CFU, interim and formative assessments (daily, weekly, 	<ul style="list-style-type: none"> • A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction. [4.3] • Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5] • Leader walk-throughs are scheduled and adhered to,

					end-of-unit) [3.5] <ul style="list-style-type: none"> • Leader walk-throughs are scheduled and adhered to. [6.3] 	strategically targeting teachers with particular development needs, while supporting all. [6.3]
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).	<ul style="list-style-type: none"> • Administrative Walkthrough data • Common assessment data • Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • The principal does not use data to identify school-wide instructional practices for improvement. [6.2] • Leader walk-throughs are infrequent and do focused on targeted areas for school-wide improvement. [6.3] 	<ul style="list-style-type: none"> • The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2] • Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers [6.3] • Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD [6.3] 	<ul style="list-style-type: none"> • The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2] • Leader walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality. [6.3] • Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3] 	<ul style="list-style-type: none"> • The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvements that become a foundation for the School Improvement Plan. [6.2] • Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs on the school-wide instructional priorities, while supporting all. [6.3] • Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3]
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	<ul style="list-style-type: none"> • Master schedule • School plan • Lesson Plans • SIP • PLC agenda and minutes • Grade/content Level Meetings – agenda and minutes 	<ul style="list-style-type: none"> • The principal creates the master schedule, but errors are not swiftly addressed, causing confusion regarding student assignment [7.1] • The master schedule does not adequately 	<ul style="list-style-type: none"> • The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [7.1] • The master schedule provides time for ELA and Math interventions, though the time 	<ul style="list-style-type: none"> • The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students [7.1] • The master schedule enables students who are two or more year 	<ul style="list-style-type: none"> • The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [7.1]

			<p>address the need for instructional interventions for students two grade levels behind. [7.2]</p> <ul style="list-style-type: none"> • There is not a calendar developed that includes staff professional development, teacher team meetings or common meeting times. [7.3] 	<p>allocated does not meet research-based guidelines.</p> <ul style="list-style-type: none"> • The master schedule is sufficiently inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2] • Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher community. [7.3] • There is a basic calendar of teacher collaboration time [7.3] 	<p>behinds in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]</p> <ul style="list-style-type: none"> • The principal and instructional leaders ensure teachers have sufficient time planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] • The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teacher community. [7.3] 	<ul style="list-style-type: none"> • All students who are two or more year behinds in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] • Teachers have ongoing, consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3] • The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]
1.9	<p>The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.</p>	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School climate survey • School focus group • SIP • Formal and Informal Individual Observation/Evaluation data • Grade/Content Level Meeting agenda and minutes [horizontal and vertical meetings] • PLC agendas and minutes • Data Team agenda and minutes 	<ul style="list-style-type: none"> • The principal has the district HR select and assign teaching staff based on vacancies [5.1] • Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. [5.5] • The principal has staff persistent staff vacancies with recruitment processes that are not well defined. [5.1] • There is little or no evidence that teachers receive instructional feedback from the principal that impacts practice [5.2] 	<ul style="list-style-type: none"> • The principal uses traditional channels and procedures to recruit new teachers. [5.1] • The principal ensures clear selection criteria and processes are in place, including interviews and demo lessons. [5.1] • The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [5.2] • The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [5.3] 	<ul style="list-style-type: none"> • The principal and instructional leaders use established processes to identify staffing needs proactively and early. [5.1] • The principal manages recruitment efforts and casts a wide net for candidates including, but not limited to, traditional venues. [5.1] • The principal ensures that the leadership team participates in and informs staff selection and is present at demo lessons and formal interviews. [5.1] • The principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non first-year teachers. [5.1] 	<ul style="list-style-type: none"> • The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening processes[e.g. Habermann]. [5.1] • Through the effective use of such recruiting and screening processes, the principal ensures there are no persistent teacher vacancies. [5.1] • The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students

			<ul style="list-style-type: none"> • The principal secures professional development is not linked to teacher evaluation, learning outcomes or school-wide goals. [5.3] • The principal does not set expectations for or monitor teacher collaboration time to ensure it is focused on improving instructional priorities. [5.3] • There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [5.5] 	<ul style="list-style-type: none"> • The principal has some documentation on consistently underperforming staff [5.5] 	<ul style="list-style-type: none"> • The principal has evidence that classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5] • The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2] • The principal and leadership team ensure professional development is designed and linked to teacher observations, formative assessment results and school-wide goals. [5.3] • The principal makes clear performance expectations aligned with the mission and vision for each position in the school. [5.5] • The principal implements a systematic evaluation process aligned with district expectations; staff identified as “ineffective” are put on improvement plans and appropriate support is provided. [5.5] • The principal provides extensive documentation on consistently underperforming staff and follows the protocols for removal of ineffective teachers. [5.5] 	<p>demonstrating the greatest learning needs. [8.1]</p> <ul style="list-style-type: none"> • The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction [5.2] • The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [5.3] • All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations [5.5]
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and	<ul style="list-style-type: none"> • School climate survey • School focus groups • School 	<ul style="list-style-type: none"> • The principal ensures progress reports and report cards are sent to parents and/or 	<ul style="list-style-type: none"> • The principal ensures family members are informed about student learning progress through traditional 	<ul style="list-style-type: none"> • The principal and instructional leaders create high value opportunities to engage family members in discussing student 	<ul style="list-style-type: none"> • The principal, parents and community members are actively involved in key student learning

	community engagement.	Staff/Student/Parent handbooks <ul style="list-style-type: none">• List of family and community engagement activities and attendance• List of outreach programs for families with struggling students	guardians, but there are not systems in place for further engagement. [8.1] <ul style="list-style-type: none">• Parents only receive additional information about students when they are failing or are in behavioral trouble. [8.1]• Organizations and programs exist in the community but the principal has not formed partnerships to serve students in need. [8.2]	means such as parent-teach conferences, progress reports and report cards. [8.1]] <ul style="list-style-type: none">• The principal supports and encourages structures such as PTOs, PTAs and Parent Councils [8.1]• The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1] <ul style="list-style-type: none">• The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1]• School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth [8.2]	demonstrations (presentations, student-parent-teacher conferences). [8.1] <ul style="list-style-type: none">• The principal implements, evaluates and adjusts programs and strategies that create supportive, academically-focused relationships between teachers and families [8.1]• The principal puts in place measurable systems to engage families in a variety of school activities, ranging from celebrations to school leadership councils. [8.1]• The principal and staff are student advocates, ensuring students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well being; positive results from such programs are clear. [8.2]
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SCHOOL CLIMATE & CULTURE					
TURNAROUND PRINCIPLE 2	Establish a school environment that supports the social, emotional, and learning needs of all students.				
INDICATORS	Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed

2.1	The school community supports a safe, orderly and equitable learning environment.	<ul style="list-style-type: none"> • School/district safety plan • Student/parent/staff handbooks • School climate survey • Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) • Student behavior management plan/ code of conduct • Attendance records • Facility inspection reports • Violence prevention programs • Walkthrough observations • School accident/student health reports 	<ul style="list-style-type: none"> • The school building has significant areas of disrepair. • There is not a clear and consistent policy for behavior, either stated or in practice. • Teachers' response to classroom incidents varies from classroom to classroom. • Procedures to monitor and support a safe and orderly environment are not evident. 	<ul style="list-style-type: none"> • The school building is safe and clean; with limited facility issues • There is a stated clear and consistent behavior system of rewards and consequences, though implementation data are not tracked. • Some teachers do not implement the behavior policies consistently. • Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently. 	<ul style="list-style-type: none"> • Students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. • There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and means track progress and share results with the community. • There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms. • Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress towards goals; adjustments to strategies are made based on analysis of evidence. 	<ul style="list-style-type: none"> • Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab comfortable staff lounge/meeting area. • There is a clear and consistent behavior system of rewards and consequences in use, goals are consistently met or surpassed. • Students report high expectations from all teachers with similar expectations across all classrooms. • Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently monitored and implemented. The school is the center of community activity.
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	<ul style="list-style-type: none"> • Administrative Walkthrough data • PLC agenda and minutes • Professional Development Plan Goals • School climate survey • School focus groups • Student / staff handbooks • Student Growth Percentiles • Discipline/Behavioral Referrals • Disaggregated staff and student attendance data 	<ul style="list-style-type: none"> • Academic learning time is not bell-to-bell. There is evidence that the school community does not prioritize learning and the personal growth of students or staff. • There are no common classroom routines or instructional strategies in place. • There are not defined 	<ul style="list-style-type: none"> • Academic Learning time is respected with minimal interruption. • The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs • A few classrooms are regularly monitored, without a 	<ul style="list-style-type: none"> • Academic learning time is protected and prioritized • High quality of instruction is the norm and is monitored through daily observations and walk-throughs. • All classrooms are regularly monitored and targeted feedback is provided • Students quickly receive academic interventions and 	<ul style="list-style-type: none"> • Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth. • Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices.

			expectations for classroom practice and does not provide academic interventions or supports for students in need.	systematic focus targeting specific instructional strategies. • There are sporadic attempts to address academic interventions and supports	supports to ensure continuous academic, personal and social-emotional growth. • Staff is continuously engaged in practices to promote professional growth.	• There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content.
2.3	<p>High expectations* are communicated to staff, students and families; students are supported to achieve them.</p> <p><i>*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families</i></p>	<ul style="list-style-type: none"> • Administrative Walkthrough frequency • Informal classroom Observations • Family Friendly Walk Through Action Plan • School climate survey • School focus groups • School discipline plan • Student/ parent handbooks • Posted behavior standards • Posted academic standards/rubrics • School mission, belief and vision statements 	<ul style="list-style-type: none"> • There are no clear expectations for instructional practices. Instructional strategies and data are not used to improve instruction. • Classroom instruction is not monitored and expectations are not communicated. • There is no communication or system of support in place to meet students' academic, social/emotional and behavioral needs. • The principal does not challenge actions that demonstrate low expectations. 	<ul style="list-style-type: none"> • The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms. • Student work varies in its rigor and is not always consistent with the CCSS. • Students and adults receive sporadic feedback without systems in place to ensure improvement occurs. • A system of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the system is being utilized. 	<ul style="list-style-type: none"> • High expectations for staff and students are exhibited and high quality teaching is the norm. • Student work is intellectually and cognitively challenging and consistent with the CCSS, at a minimum. • Students and adults receive meaningful feedback and interventions and contributes to continuous improvement • The commitment to high expectations is communicated frequently to families about the student's academic, social-emotional, and behavioral progress. 	<ul style="list-style-type: none"> • Systematically and regularly diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices. • Teachers practice the use of a variety of instructional strategies and use the strategies outlined in an instructional framework. Students take responsibility for their own learning. Teachers and students receive consistent feedback around instructional practices, including discussions of specific student work and data. • There is a clearly identified active social network to provide academic, social and emotional and behavioral support to students and their families and to communicate high expectations.

EFFECTIVE INSTRUCTION						
TURNAROUND PRINCIPLE 3		Ensure that teachers utilize research-based effective instruction to meet the needs of all students.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	<ul style="list-style-type: none"> Administrative Walkthrough data Informal and formal Teacher Observations Lesson plans Posted lesson objectives 	<ul style="list-style-type: none"> Teachers may post learning objectives, but they lack clarity and are not measurable. Students are unable to articulate the learning objective. The "taught" curriculum does not match the CCSS. 	<ul style="list-style-type: none"> Teachers post and explain student learning objectives, though they are not always clear and measurable. Students can articulate what the learning objective is, though not always why it matters to their learning and growth. Lesson objectives are not consistently aligned to the standards-based curriculum. 	<ul style="list-style-type: none"> Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objective is and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, CCSS, and assessments. 	<ul style="list-style-type: none"> Student learning objectives are high clear and measurable that students master through good first instruction. Students can clearly articulate the learning objective and its application to larger concepts. Lesson objectives are aligned to the district/state curriculum, CCSS, and assessments.
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	<ul style="list-style-type: none"> Administrative Walkthrough data Informal and formal teacher observations Lesson plans Examples of student work Student surveys and interviews 	<ul style="list-style-type: none"> Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present. There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning needs. 	<ul style="list-style-type: none"> Teachers use a few instructional and response strategies and students are moderately engaged. The teacher can articulate a rationale for selecting specific instructional strategies that ties to addressing student learning needs. 	<ul style="list-style-type: none"> Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies. 	<ul style="list-style-type: none"> An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies. Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	<ul style="list-style-type: none"> Walkthrough observations Lesson plans 	<ul style="list-style-type: none"> Teachers teach the lesson without monitoring whether or not all students are mastering the lesson objective. Once the lesson is complete, teachers move on to the next lesson without regard to 	<ul style="list-style-type: none"> Teachers occasionally use Checks for Understanding CFU, but do not always know where students are in terms of mastering the learning objective. Instructional strategies and 	<ul style="list-style-type: none"> Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective. Instructional strategies and groupings are adapted based on 	<ul style="list-style-type: none"> Throughout the lesson, teachers are clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives

			<p>whether or not all students mastered the prior learning objective.</p> <ul style="list-style-type: none"> • There are inadequate interventions in place for students who do not master the learning objectives on first instruction. • Administrators monitor instruction infrequently and are not focused on having teachers ensure that all students master the learning objectives. 	<p>groupings remain largely fixed even while the teacher seeks to address gaps in student understanding.</p> <ul style="list-style-type: none"> • Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. • Administrators occasionally monitor the use of CFU as an instructional strategy, and occasionally provide input to foster teacher's effective use. 	<p>teachers' CFUs, as well as other forms of data.</p> <ul style="list-style-type: none"> • Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not. • Administrators allocate and adapt instructional supports based on data from their Administrative walk-throughs 	<ul style="list-style-type: none"> • The teacher plans instructional strategies and groupings based on student learning needs and makes adjustments based on CFUs • All students master lesson objectives.
3.4	Teachers demonstrate necessary content knowledge.	<ul style="list-style-type: none"> • Walkthrough observations • Teacher certifications • School climate survey • School focus group 	<ul style="list-style-type: none"> • Teachers make factual errors in delivering content and do not explain content clearly. • Content is delivered, with little rigor or relevance for the students. 	<ul style="list-style-type: none"> • Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students. • There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery. • Some students are engaged and on task, others are passive or confused. 	<ul style="list-style-type: none"> • Lessons are rich with relevant content connected to standards. • Teachers approach content from many angles to support all learning styles. • Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students • Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts. 	<ul style="list-style-type: none"> • Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient. • Teachers are highly qualified in the content taught, demonstrate pedagogical effectiveness.
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of	<ul style="list-style-type: none"> • Walkthrough observations • Common assessments and rubrics 	<ul style="list-style-type: none"> • Data are not used in instructional planning • Data are not used in teacher meetings 	<ul style="list-style-type: none"> • Teachers base instructional decisions on a few sources of evidence, though the changes to instruction do 	<ul style="list-style-type: none"> • Instructional decisions, including student grouping, differentiation and targeting for interventions are based on 	<ul style="list-style-type: none"> • Instructional decisions, including student grouping, differentiation and targeting for interventions are based on multiple measures

	diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.		<ul style="list-style-type: none"> Interim or formative assessments are not analyzed There is little or no evidence of readiness for learning through pre-teaching or re-teaching. There are few walk-throughs 	<p>not always adequately address student-learning needs.</p> <ul style="list-style-type: none"> Data are used in some teacher team meetings, but is not a standard part of every meeting. Lessons rarely include pre-teach, re-teach, or spiraling based on evidence of student learning A data review process takes place several times a year or at special “data” events or faculty meetings. 	<p>multiple forms of data, including observations, CFU, interim and formative assessments (daily, weekly, end-of-unit)</p> <ul style="list-style-type: none"> Multiple measures of data are present and reviewed in every teacher meeting. Lessons include re-teaching and spiraling based on checks for understanding and evidence of student learning. Leader walk-throughs are scheduled and conducted, focusing on general best practices for teachers. Students not mastering basic skills are identified and provided with appropriate diagnostic assessments to target learning needs. 	<p>of data, including observations, CFU, interim and formative assessments (daily, weekly, end-of-unit)</p> <ul style="list-style-type: none"> Teachers use an established protocol to review multiple measures of data in every teacher meeting. Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. Diagnostic and language proficiency assessments are systematically implemented to target early interventions for students.
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	<ul style="list-style-type: none"> Administrative Walkthrough data Formative and summative assessment data School process data Discipline Reports Student/Parent Handbook School climate survey School focus groups 	<ul style="list-style-type: none"> Teachers' actions, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and a lack of mastery of objectives, demonstrate low expectations. Behavior expectations are not clearly communicated or consistently reinforced. 	<ul style="list-style-type: none"> High quality work and meaningful feedback is not evident. School rules and routines are enforced with consistent responses to and consequences for misbehavior. 	<ul style="list-style-type: none"> Academic progress is monitored through discussions of student data with the leadership team. Classroom behavior is consistent and students exhibit habits of self-discipline and self-management. 	<ul style="list-style-type: none"> Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis; Students demonstrate traits of self-regulated learners. Students contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management

TURNAROUND PRINCIPLE 4		Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards that have been adopted.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
4.1	The district or school curriculum is aligned with the Common Core State Standards (CCSS).	<ul style="list-style-type: none"> District curriculum guides Lesson plans Walkthrough observations 	<ul style="list-style-type: none"> The district curriculum is not aligned to the CCSS. Teachers cannot describe what each child should know or do for a given lesson. 	<ul style="list-style-type: none"> Staff use CCSS aligned standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms. The instructional sequence is mapped for each grade level, but not articulated across grade levels. Teachers do not always know how to access the CCSS aligned standards and district developed instructional sequence. 	<ul style="list-style-type: none"> The curriculum has grade-by-grade and content articulation of student-learning objectives linked to the CCSS. The instructional sequence is calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the curriculum. 	<ul style="list-style-type: none"> The curriculum has grade-by-grade and content articulation of student-learning objectives linked to the CCSS and goes beyond state standards and tested areas to require higher levels of learning. The instructional sequence is calendared across all grade levels. Curriculum maps and materials in teachers' classrooms and at teacher collaboration meetings.
4.2	Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the “taught” curriculum.	<ul style="list-style-type: none"> Administrative Walkthrough data Informal and formal Teacher Observations/Evaluations Lesson plans Common assessments PLC meeting agenda and minutes Grade/content level meeting agenda and minutes 	<ul style="list-style-type: none"> Classroom observations are infrequent and not focused on ensuring the adopted curriculum is the taught curriculum. Teachers develop lessons that are not systematically linked to the CCSS. The district does not have a consistent curriculum and teachers largely develop their independent lessons that use teacher developed assessments. There is no system to collect and review lesson plans. 	<ul style="list-style-type: none"> Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the CCSS across classrooms. Data from observations indicate that a majority of teachers are teaching lessons aligned to the CCSS, with variability on pacing. Some teachers are using curriculum maps with sequenced student-learning objectives to plan instruction. Lesson plans are occasionally reviewed and limited 	<ul style="list-style-type: none"> All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to ensure instructional alignment with the CCSS across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the CCSS, with some variability on pacing. Teachers are using curriculum maps with sequenced student-learning objectives to plan instruction. Systems are in place to 	<ul style="list-style-type: none"> All staff is observed on a weekly basis by some member of the school leadership team to ensure instructional alignment with the CCSS across classrooms. Data from weekly observations indicate that teachers are teaching lessons aligned to the CCSS and are on pace with the established sequence. Teachers are planning lessons collaboratively using curriculum maps with sequenced student-learning objectives. Systematic reviews of lesson

				feedback given; there is not a systematic approach to reviewing written lesson plans.	<p>ensure that lesson plans are written and reviewed on a set schedule.</p> <ul style="list-style-type: none"> Lesson plans demonstrate overall alignment with the CCSS. 	plans indicate consistent alignment with the CCSS and a level of rigor that exceeds those standards, at times.
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	<ul style="list-style-type: none"> Common assessments Professional development plan / agenda 	<ul style="list-style-type: none"> The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm. A formative assessment schedule is not in use. There are not systems in place to collect and analyze formative assessment data. 	<ul style="list-style-type: none"> Teachers are implementing district provided formative assessments in ELA and math in most classrooms. A formative assessment schedule aligned to the pacing guide is in place, with some variability in its use. Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instruction. Formative assessment data is used in some end-of-unit teacher collaboration meetings. 	<ul style="list-style-type: none"> Teachers are consistently implementing district provided formative assessments in ELA and math across all grade-levels linked to the CCSS aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction. Formative assessment data are collected across grade-levels and returned to teachers in a teacher-friendly manner for timely analysis. 	<ul style="list-style-type: none"> Teachers are consistently implementing district provided formative assessments in ELA and math across all grade-levels linked to the CCSS aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions. A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	<ul style="list-style-type: none"> Inventory of instructional materials and resources Lesson plans District and/state model curriculum School-based budget 	<ul style="list-style-type: none"> Instructional curriculum and materials are not aligned to the CCSS or the school goals. Instructional materials and resources are outdated. 	<ul style="list-style-type: none"> Instructional materials and resources aligned to the CCSS are available. Teachers may be using their own materials not aligned to the CCSS. Processes for reviewing the alignment of instructional resources to CCSS focuses 	<ul style="list-style-type: none"> All teachers have access to and are using engaging instructional materials and resources aligned to the CCSS. The school budget and expenditures ensure resources are available and aligned to school priorities. There are systems in place and 	<ul style="list-style-type: none"> The principal ensures that teachers have access to appropriate 21st century resources, materials and equipment aligned to the school improvement plan. School routinely ensures the alignment of instructional material, equipment, and other

				primarily on accounting for materials not on ensuring their distribution and use.	in use to ensure effective allocation, use and care of instructional resources.	resources. <ul style="list-style-type: none"> The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated.
4.5	An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	<ul style="list-style-type: none"> Master schedule School plan Walkthrough observations 	<ul style="list-style-type: none"> There is no systematic means to determine if students are two or more grade levels behind. Interventions in ELA and Math are not research-based. Inadequate time modifications, if any, were made to accelerate the learning of students two or more grade levels behind. Whole group is the primary means of instruction, with few exceptions. Whole group instruction is the primary mode of instruction. 	<ul style="list-style-type: none"> Diagnostic data are used to identify some students two or more years below grade level in ELA and Mathematics. Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher. Intervention grouping remain fixed for substantial periods of time. Some time modifications are made to meet the learning needs of students two or more years behind, but the strategies are not aligned with best practice. Whole group and small skill group instruction is being employed. 	<ul style="list-style-type: none"> Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers. Both diagnostic data and intervention data are regularly analyzed to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. 	<ul style="list-style-type: none"> There is a systematic approach to identifying students two or more years below grade level in ELA and Mathematics. All students two or more years behind grade-level are placed in research-based interventions, make accelerated progress and are rapidly re-integrated into core-content instruction. Instructional leaders know how students in interventions are progressing and are allocating resources to ensure continuous and accelerated progress. Time is allocated to ensure program fidelity.

EFFECTIVE STAFFING PRACTICES						
TURNAROUND PRINCIPLE 5		Develop skills to better recruit, retain and develop effective teachers.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
5.1	Hiring timelines and processes allow the school to competitively recruit effective teachers.	<ul style="list-style-type: none"> Vacancy List Position Control Roster Performance Task to utilize for hiring decisions 	<ul style="list-style-type: none"> Hiring criteria are not defined and it is not clear why teachers are selected. Hiring may be based 	<ul style="list-style-type: none"> Processes are in place to identify staffing needs. Recruitment efforts are implemented using 	<ul style="list-style-type: none"> Processes are in place to identify staffing needs proactively and early. Recruitment efforts cast a 	<ul style="list-style-type: none"> Selection process is managed by Leadership Team and includes input of other key stakeholders

		<ul style="list-style-type: none"> HR procedures and policies 	<p>primarily on candidate availability and personality rather than expertise and demonstrated results.</p> <ul style="list-style-type: none"> Staff vacancies persist throughout the year. 	<p>traditional channels and procedures.</p> <ul style="list-style-type: none"> Clear selection criteria and processes are in place, including interviews and demonstration lessons. Classrooms are staffed with full-time, certified and effective teachers. 	<p>wide net for candidates including, but not limited to, traditional venues.</p> <ul style="list-style-type: none"> Leadership team participates in and informs staff selection and is present at demonstration lessons and formal interviews. Selection processes focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non first-year teachers. Classrooms are staffed with full-time, certified and effective teachers. 	<p>(e.g. students, family members and other members of the community).</p> <ul style="list-style-type: none"> School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff. Para-professionals develop highly qualified status. All classrooms are staffed with full-time, certified and effective teachers.
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes	<ul style="list-style-type: none"> Walkthrough observations School climate survey Teacher development practices 	<ul style="list-style-type: none"> Not all teachers are evaluated. There is little or no evidence that teachers receive instructional feedback that impacts practice Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning. 	<ul style="list-style-type: none"> The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation. Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent. Teacher evaluations do not systematically link teacher practice data with student outcomes 	<ul style="list-style-type: none"> The school leadership engages in school-wide observations and provide feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data and classroom observations. Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement. 	<ul style="list-style-type: none"> The school leadership have a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent set of expectations and protocols Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data. Teachers can articulate their areas for growth; support and monitoring are in place to ensure teachers reach

				data.	<ul style="list-style-type: none"> Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice. 	<p>specific growth goals.</p> <ul style="list-style-type: none"> Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	<ul style="list-style-type: none"> School climate survey Professional development plan Evaluation of PD providers PD topics linked to data from Teacher Observations 	<ul style="list-style-type: none"> Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals. Teacher collaboration is not based on student learning objectives, student learning data or common research-based planning practices. 	<ul style="list-style-type: none"> School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan. Teacher teams review student work to build a shared understanding of curricular goals and rigor. Professional development is high quality, though primarily considered an “event” and not part of ongoing systems and structures in the school. All new teachers are provided with a mentor. 	<ul style="list-style-type: none"> Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals. Structures are established and used for job-embedded collaborative learning. Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective. All new teachers and all teachers with specific development needs are mentored by highly skilled peers. All teachers not previously rated as effective are effective by the end of the year 	<ul style="list-style-type: none"> Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals Master teachers are providing professional development and follow up to ensure mastery of professional development learning objectives Teachers are operating in self-directed Professional Learning Communities focused on student learning outcomes. All new teachers and all teachers with specific development needs are mentored by highly skilled peers. All teachers are rated effective or highly effective.
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	<ul style="list-style-type: none"> Master schedule Staffing assignment chart School climate survey School focus group 	<ul style="list-style-type: none"> Staff assignment is based on something other than matching student learning needs with staff's 	<ul style="list-style-type: none"> Classrooms are staffed with teachers with the right skills, competencies and 	<ul style="list-style-type: none"> Classrooms are staffed with teachers with the right skills, competencies and content knowledge 	<ul style="list-style-type: none"> Classrooms are staffed with teachers with the right skills, competencies and content knowledge

			<p>instructional strengths.</p> <ul style="list-style-type: none"> • Learning interventions are not staffed with certified effective or highly effective teachers. • Staff evaluations are not rigorous and inhibit the identification of staff who would benefit from improvement plans. • There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. 	<p>content knowledge necessary to achieve student learning outcomes</p> <ul style="list-style-type: none"> • Staff provided for learning interventions are effective teachers. • Staff evaluated below effective are identified and supports are provided through an improvement plan • There is some documentation on consistently underperforming staff. 	<p>necessary to achieve student learning outcomes.</p> <ul style="list-style-type: none"> • Staff provided for learning interventions are effective teachers with specific content knowledge in the assigned intervention. t • Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior. • Staff identified as “not aligned” and/or unskilled are put on improvement plans and appropriate support is provided. • There is extensive documentation on consistently underperforming staff and an urgency to dismiss them. 	<p>necessary to achieve student learning outcomes.</p> <ul style="list-style-type: none"> • Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success. • All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes. • Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently under performing staff.
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	<ul style="list-style-type: none"> • Professional development plan • School climate surveys • School focus groups 	<ul style="list-style-type: none"> • Professional development is not focused on student learning and does not provide any time for teacher reflection. 	<ul style="list-style-type: none"> • Professional development focuses on student learning but does not provide for reflective opportunities. 	<ul style="list-style-type: none"> • Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. • Professional development includes individual, collaborative and shared reflective 	<ul style="list-style-type: none"> • Staff shares a collective awareness of individual skills and growth areas. They self direct professional development based on student achievement outcomes; • Observation protocol/practice includes not only consistent school-wide expectations but individual teacher

					opportunities.	development areas and the study of specific student sub-groups as identified by data.
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ENABLING the EFFECTIVE USE of DATA						
TURNAROUND PRINCIPLE 6		Ensure the school-wide use of data focused on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	<ul style="list-style-type: none"> Needs assessment data School climate surveys School focus groups Discipline and Referral Data Attendance Data Data from Social workers and Guidance staff artifacts for student progress 	<ul style="list-style-type: none"> Data on attendance, tardies, office referrals and suspensions are not accurate and rarely analyzed to inform decisions for improvement. Notices of school events go out to families. Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders. 	<ul style="list-style-type: none"> Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended. Families know about special events at the school and their participation is tracked. Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by the school leadership team. 	<ul style="list-style-type: none"> Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation in meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and other stakeholders and the results analyzed as a community and responses for improvement are developed and implemented. 	<ul style="list-style-type: none"> Culture and climate indicators are identified, data are collected and school stakeholders analyze results to make continuous refinements. Clear systems with multiple pathways for family and community voice and participation in school are evident. Parent perspective is included in plans for school improvement. Community leaders and school system managers are active partners in the leader's decision making process. Climate and culture surveys are given to community members, response rates are above 50% for families and results are discussed as a community.
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner	<ul style="list-style-type: none"> Samples of data presented to staff 	<ul style="list-style-type: none"> Systems are not in place that enable staff to review and 	<ul style="list-style-type: none"> A range of student data are collected across classrooms 	<ul style="list-style-type: none"> Data management systems are in place and actively used by 	<ul style="list-style-type: none"> The use of data management systems is institutionalized

	to drive all decisions for improving student achievement.	<ul style="list-style-type: none"> • Data analysis documentation • Data analysis summaries / reports • Needs assessment data • School focus groups 	<p>analyze data to inform decisions.</p> <ul style="list-style-type: none"> • Teachers do not access data in user-friendly formats to inform instruction. • The Leadership Team rarely uses data at meetings to inform decisions. 	<p>and manually managed to create user-friendly formats for analysis.</p> <ul style="list-style-type: none"> • Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions. • Data review protocols are used during teacher collaboration time. 	<p>staff to enable the easy and systematic collection and analysis of a range of student data.</p> <ul style="list-style-type: none"> • Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data. • Effective protocols guide the for the use of user-friendly data. 	<p>across the school, providing teachers and other leaders instant access to a range of data and analyses to inform decision-making.</p> <ul style="list-style-type: none"> • Leadership Team meetings are dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as data on the implementation of the School Improvement Plan, to drive continuous improvements.
6.3	A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	<ul style="list-style-type: none"> • Master schedule • Data Team work • Samples of data presented to staff • Data analysis documentation • Data analysis summaries / reports • Needs assessment data • School plan 	<ul style="list-style-type: none"> • There is not a specific schedule and process in place for the analysis of on-going formative assessment data. • Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data. • Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs. 	<ul style="list-style-type: none"> • Teachers have data “events” where they focus on analyzing formative assessment data. • Professional development is loosely linked to addressing instructional needs of teachers. • Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers. 	<ul style="list-style-type: none"> • Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. • As a result of teacher and principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. • Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality. 	<ul style="list-style-type: none"> • Teachers have scheduled time and a systematic process for analyzing formative assessment data. • As a result of an analysis of multiple sources of data, professional development is differentiated and targets the specific learning needs of teachers. • Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all.

EFFECTIVE USE of TIME					
TURNAROUND PRINCIPLE 7	Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.				
INDICATORS	Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed

7.1	The master schedule is clearly designed and structured to meet the needs of all students.	<ul style="list-style-type: none"> • Master schedule • Professional development schedule/plan • School climate survey 	<ul style="list-style-type: none"> • The master schedule has errors causing confusion regarding student assignment • The schedule is based on teacher availability, not student need. • Transition times are not well executed and waste instructional time. 	<ul style="list-style-type: none"> • The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school. • The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed. • Transition times are orderly and efficient 	<ul style="list-style-type: none"> • The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students • Students are enrolled in level appropriate classes on the first day of school, with few changes required • Transition times are used effectively to maximize learning. • For secondary schools, the schedule allows for credit recovery that does not interrupt core content time. 	<ul style="list-style-type: none"> • The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school. • All students are enrolled in level appropriate classes on the first day of school. • Instructional time is protected with few interruptions and transition times are orderly and efficient.
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	<ul style="list-style-type: none"> • Master schedule • Samples of individual student schedules • Scheduled intervention time • School climate survey 	<ul style="list-style-type: none"> • The master schedule dictates the instructional time students receive, rather than student needs dictating the master schedule. • Instructional time for interventions does not account for research-based practices. 	<ul style="list-style-type: none"> • Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines. • The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated. • The master schedule has students two or more grade levels behind in classes that are not level appropriate (e.g. at grade level). 	<ul style="list-style-type: none"> • At least 85% of students who are two or more year behinds in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. • The master schedule has sufficient flexibility to allow accelerations, intervention and/or return to core content areas. • The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level. 	<ul style="list-style-type: none"> • All students who are two or more year behinds in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. • The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year. • All students two or more years below grade level receive diagnostic assessments.
7.3	The master schedule is clearly structured and designed to meet the professional development	<ul style="list-style-type: none"> • Master schedule • Professional development schedule/plan • Minutes of teacher meetings 	<ul style="list-style-type: none"> • There is not a developed calendar of events for staff professional development. • The principal does not create 	<ul style="list-style-type: none"> • Teachers have time scheduled for grade/content level meetings. • The master schedule includes 	<ul style="list-style-type: none"> • Teachers have planning time for grade/content meetings, as well as vertical staff collaboration. 	<ul style="list-style-type: none"> • Teachers have ongoing, consistent and sufficient times for grade/content meetings, as well as vertical staff

	needs of staff.	<ul style="list-style-type: none">School climate survey	teacher team meetings or common meeting times.	<p>opportunities to learn from others outside the teacher community.</p> <ul style="list-style-type: none">There is a basic calendar of teacher collaboration time	<ul style="list-style-type: none">The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	<p>collaboration.</p> <ul style="list-style-type: none">The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field through job embedded professional development.Topics for teacher collaboration time are clearly outlined and aligned to the School Improvement Plan.The master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purposes of professional development.
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EFFECTIVE FAMILY and COMMUNITY ENGAGEMENT						
TURNAROUND PRINCIPLE 8		Increase academically focused family and community engagement.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students’ progress in order to increase student learning for all students.	<ul style="list-style-type: none">School climate surveySchool focus groupsStudent/ parent handbooksJob description of family/ community engagement staffList of family and community engagement activities	<ul style="list-style-type: none">Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.Parents only receive additional information about students when they are failing or are in behavioral trouble.Parent surveys are not used. Student/parent feedback is not used as a part of the	<ul style="list-style-type: none">Family members are informed about student learning progress through traditional means such as parent-teach conferences, progress reports and report cards.Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	<ul style="list-style-type: none">Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards, and other means.Families and community members are active participants in sessions geared	<ul style="list-style-type: none">Parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences).Programs and strategies that create supportive, academically-focused relationships between teachers and families are developed, implemented and

			school's improvement efforts.	<ul style="list-style-type: none"> Structures such as PTOs, PTAs and Parent Councils are attended by a few consistently active parents. 	<p>to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decision accordingly.</p> <ul style="list-style-type: none"> School leaders and faculty teach families how to use parent portals that provide real-time information on student performance 	<p>evaluated for effectiveness</p> <ul style="list-style-type: none"> Families are engaged in a variety of school activities, ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	<ul style="list-style-type: none"> School climate survey School focus groups Student/ parent handbooks Job description of family/ community engagement staff List of family and community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving the services and their attendance Surveys of families Surveys of community providers School guidance plans List of family/community education programs List of outreach programs for families with struggling students 	<ul style="list-style-type: none"> Organizations and programs exist in the community but there is no formal partnership to serve students in need. There is no evidence of successfully reducing the barriers and accelerate the academic and personal growth of students. School staff are not actively seeking additional supports for students in need. 	<ul style="list-style-type: none"> Some struggling students are receiving additional supports from school and community programs. Support services and organizations are identified in the community. Students in need either self-identify or are identified by an alert adult and are provided with additional supports. 	<ul style="list-style-type: none"> Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well being; results from these programs are monitored and are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well being. 	<ul style="list-style-type: none"> Students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well being; positive results from such programs are evident. Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for students. Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations. Adults in the school are trained to identify early indications of troubling student behavior and are

						quick to take appropriate action.
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